



# IMMACULATE HEART COLLEGE

*Through Mary to Jesus: "The Way, the Truth and the Life"*

*John 14:6*

## Student Code of Conduct

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Document #

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## Student Code of Conduct

### 1. Rationale

This document articulates the expected standards of conduct required of all students enrolled at Immaculate Heart College. This code will assist students, parents, and staff to clearly understand expectations associated with performance and duties.

### 2. Policy Statement

The College has high expectations of all our students and provides them with outstanding education opportunities in a safe, supportive, positive, and welcoming school environment and encourage students to participate, develop and learn to reach their full potential. This code is based on the values set out in the accompanying Code of Ethics, namely:

- Integrity
- Respect
- Responsibility

The Code of Conduct supports and underpins the Behavioural Management Procedure, which firstly aligns with our college's expectations of positive relationships. Students are made aware of our clear expectations. This is supported by maintaining and reinforcing our high standards so that a safe and orderly learning and teaching environment can be enjoyed by all. This is also supported by the learning and practicing of the virtues implemented throughout the College.

Students will read and sign that the code of conduct has been explained to them at the start of each year.

As a Catholic community, our emphasis will be upon fostering forgiveness and peacemaking, taking part in religious education, fostering a love for the Blessed Eucharist and for Our Lady and practicing the virtues. This also means students finding forgiveness and peace within themselves with the help of God's grace.

The College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.



### 3. Definitions

*Teachers* - refers to persons registered with the Teacher Registration Board of Western Australia (TRBWA)

*Staff* - means all people employed by Immaculate Heart College.

*Others* - includes children and young people, contractors, volunteers, members of the school community or people outside of the school community associated with the College.

*Confidential* - relates to privileged communication shared only between a specific people information for furthering certain purposes.

### 4. Scope

This policy statement applies to all students enrolled in or trialing education at Immaculate Heart College. The Code of Conduct also applies outside of school hours in scenarios where conduct has the potential to impact upon, or reflect upon, their affiliation with the College and the community.

### 5. Rights and Responsibilities

The College is a child-safe organisation where students' rights, needs and interests are being met equitably and where all students are protected from all forms of harm. **All Students** have the right to:

- Reach their full learning potential in a safe, supportive, and positive environment, with all students' diverse needs respected
- Feel safe (physically and mentally), despite differences such as race, culture, and personal preferences
- Be treated with respect, courtesy and kindness by other students, teachers, and other adults at the College
- Express ideas and opinions in a positive way
- Be listened to
- Learn in an environment in which equity is upheld, by being treated fairly, consistently, and justly
- Have their privacy, human rights, and other legal rights respected
- Have their personal boundaries respected
- Enact measures necessary, supported by a documented plan, to attempt emotional regulation



**Policy: Student Code of Conduct**

With rights come responsibilities. **All Students** have the responsibility to:

- Take progressive responsibility for their own learning, to work consistently and complete tasks as required
- Enable others to learn in a safe, supportive, positive, and welcoming environment
- Follow the College's policies, procedures, and the directions of teachers at all times
- Treat others with respect, courtesy, and kindness
- Respect the human rights, dignity, and legal rights of others
- Be tolerant of differences such as race, culture, personal preferences, and ability
- Not engage or participate in bullying, harassment, exclusion, intimidation, discrimination, aggressive behaviour or other forms of student-student abuse
- Respect the privacy and personal boundaries of other students and staff
- Take ownership of social/friendship issues and problem solve before staff intervention



## 6. Student Conduct

Examples of expected student conduct are outlined in more detail below. Students are expected to:

- Uphold the values, respect and be an example of the Catholic ethos of the College by full and active participation in college prayer, liturgies, and retreats
- Uphold a civic responsibility by following College policies and rules such as singing the Australian National Anthem at College events and fully participating in College Masses
- Actively participate in the learning process
- Refrain from behaviour which would interrupt the work of any class or hinder the learning opportunities of other students
- Follow teacher instructions, class rules, and expectations at all times
- Submit assessment tasks on time, unless unforeseen or exceptional circumstances arise
- Ensure their activities are conducted safely and do not place others at risk of harm
- Be punctual and attend all classes
- Remain at the College during the school day unless otherwise approved or permitted
- Attend compulsory College functions and events such as the Easter Services, inter-house, and inter-school (where selected) swimming, cross-country and athletics carnivals, award nights, camps, and work experience
- Treat all College staff, other students, and visitors to the College with courtesy, tolerance, and respect
- Use polite and respectful language at all times
- Respect the privacy of others by not sharing personal information, photos or videos without their consent or agreement
- Respect College property and the property and belongings of staff and other students
- Uphold the reputation of the College by demonstrating appropriate standard of behaviour in transit to and from the College and when wearing College uniform
- Dress neatly, and in accordance with the uniform policy.



Students are not to:

- Engage in plagiarism or other academic misconduct; students must not present anyone else's work as if it were theirs, including the use of AI (Artificial Intelligence) powered or generated materials
- Engage in any form of cyber bullying or cyber abuse
- Physically touch, bully, or sexually engage with students or others in a manner which is not appropriate and may cause harm or injury to that person
- Engage in any form of physical or verbal abuse or violence including fighting, assault or threats of abuse or violence
- Send inappropriate, threatening, offensive, or explicit text messages, photos, or videos
- Use inappropriate or profane words or gestures and images
- Bring, or be in the possession of, alcohol, vapes, cigarettes, or other drugs, or chewing gum on college grounds and at any College function, or whilst wearing the College uniform
- Be in a classroom, workshop, or hall etc. unless accompanied by a teacher
- Students are to only access designated toilets (unless genuine extenuating circumstances exist) -
  - Early Learning Centre Toilets – Pre-Kindergarten and Kindergarten students (toilets located within the Kindergarten classrooms). Pre-Primary students to only access toilets within Early Learning Centre during both class time and recess and lunch.
  - Demountable Toilets (Junior Area) - are only accessible by Year 1 and Year 2 students.
  - Assembly Hall Toilets – only accessible during class learning times for classes scheduled within the Hall. Out of bounds during recess, lunch and before and after school.
  - Middle School Building Toilets – accessible for all Primary students during recess and lunch other than Early Learning students who are within the gated Early Learning Centre area. No Secondary students to access the Middle School toilets during recess and lunch.
  - Secondary Demountable Toilets – accessible to students from Years 6-12 during recess and lunch and class times.



- Secondary Toilets – Accessible by all Secondary (Years 7-12) students, before and after school, during recess and lunch.
- No student is permitted to access any designated staff toilet facilities.
- Do anything which may harm the physical or mental health, safety, or wellbeing of any person
- Damage, steal or misuse any College property or the property of other students or staff

### Students in Leadership Roles

Leaders, in addition to adhering to the conduct outlined above, have a responsibility to:

- Set a good example for all others
- Be approachable in the event a student seeks refuge
- Attend and report on Student Leadership Committee meetings
- Ensure Staff and Others are treated fairly and equitably.
- Ensure they reflect the '6 kinds of Best': display initiative, is responsible, persistent, respectful, community kind, and kind to self.
- Promote and recognise ARK's: Acts of Random Kindness

## 7. Discipline

At Immaculate Heart College, the goal is to develop self-disciplined, self-directed learners. Students need to develop an understanding that their actions and behaviours have consequences. They are responsible for the choices they make; therefore, they own and accept the subsequent consequences. To achieve this goal, they must be an integral part of the discipline process whereby staff and parents have a duty to guide, support and direct the students. **This is known as Restorative Practice.**

Students have opportunities to achieve self-concept, dignity, and a chance to grow a sense of belonging within the College Community which is lived out in the daily practices of all in the community.

Restorative Practice is built on a philosophy that focuses on building, maintaining and valuing relationships within a school community by holding individuals accountable for their actions, focusing upon repairing and strengthening relationships. Restorative Practices actively encourage students:

- To be aware of expectations, rights, and responsibilities
- To think critically about relevant issues



- To be able to make good choices and be aware (and at times, create) consequences of their actions
- To be able to function effectively within the community
- To be able to make a positive contribution to the life of the College community through their actions, behaviour and sense of good will
- To seek support, guidance and direction as required and
- To be in a position to enjoy their experience at the College.

Students will be assisted in the process:

- **by seeing appropriate behaviour modelled:** Students learn from the example of others therefore it is important that staff and parents' model appropriate behaviours. Refer to: "Expectations for Parents & Carers, Staff, Principal and Leadership Team."
- **by knowing the logical consequences for inappropriate behaviour in advance:** Students will be made aware of the Consequence Process. Posters clearly outlining the process and Levels of Behaviour as well as expectations will be displayed throughout the College.
- **by having opportunities to develop plans and strategies to improve their behaviour:** Students will be given opportunities to discuss the incident, the inappropriateness of this action, the action that will be taken to remedy the situation through a restorative conversation.
- **by being taught assertiveness and problem-solving strategies:** Embedded in the curriculum framework and pedagogical practices of each subject area are activities that are described in the Personal & Social Development Framework (positive self-esteem; emotional resilience; assertiveness; resolving conflict; strengthening support networks; dealing with stress; how to stay safe; making decisions and developing friendships).

Restorative practices involve direct participation by both victims and offenders. Victims have an opportunity to have a say in how the situation will be resolved and offenders get a full understanding of the consequences of their actions. This approach allows the offender to gain a deeper understanding of their feelings and those of others and therefore the effect of their behaviour on others. The perpetrator is involved in making amends with an outcome that reintegrates them into the community rather than leaving them feeling isolated.





Restorative practices and procedures should be enacted as soon as possible after a situation arises. Classroom teachers, Coordinators, and/or members of the Leadership Team will implement these processes. For more serious incidents, a more formal mediation process will take place via a Restorative Interview involving parents.

## 8. Supporting information

Restorative practice principles:

<https://restorativejustice.org.uk/sites/default/files/resources/files/Principles%20of%20restorative%20practice%20-%20FINAL%2012.11.15.pdf>

Personal and Social Development Learning Continuum:

<https://www.australiancurriculum.edu.au/media/1078/general-capabilities-personal-and-social-capability-learning-continuum.pdf>

## 9. Review History

This document is to be reviewed annually.

Rev No.	Date	Prepared by:	Reviewed by:	Reason for amendments or review
0	2020	K.Knight	M.Gough	Draft
0.1	2021	K.Knight	S.Hannd	Review and Implementation
0.2	Feb2021	K.Knight	S.Hannd	Header correction
1.0	Feb 2021	M.Gough	D.Anastasiades	IHC Board Endorsement
2.0	December 2022	S.Hannd	S.Da Luz	Annual review and input from study body
3.0	December 2023	K.Knight	K.Hegarty	Annual review and input from study body via group discussions.
3.1	December 2023	C. Hall	T. Carpenter	Clairification of student access to toilet areas around College



## Student Code of Conduct Acknowledgment

I \_\_\_\_\_(student), have read the Immaculate Heart College Student Code of Conduct and will abide, and support others, to adhere to the policy.

Signed: \_\_\_\_\_ (student)

Date: \_\_\_\_\_